

Montana School Accreditation Standard 10.55.601
Five-Year Comprehensive Education Plan
Due May 1, 2003



Accreditation Standards: Procedures 10.55.601

(See Montana School Accreditation Standards Manual, Chapter 55, page 1)

- (1) The board of public education adopts standards of accreditation upon the recommendation of the state superintendent of public instruction.
- (2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school.
- (3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.**
 - (a) This plan shall include:**
 - (i) a school district level education profile as described in guidance provided periodically by the office of public instruction;**
 - (ii) the school district's educational goals in accordance with ARM 10.55.701;**
 - (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;**
 - (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and**
 - (v) a professional development component, in accordance with ARM 10.55.714.**
 - (b) By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan with the office of public instruction and make their plan available to employees and the public.**
 - (c) The office of public instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.**
 - (4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.**
- (5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.
- (6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:
 - (a) Reading — November 1998;
 - (b) Mathematics — November 1998;
 - (c) Science — October 1999;
 - (d) Technology — October 1999;
 - (e) Health enhancement — October 1999;
 - (f) Communication arts aligned to the reading content and performance standards — October 1999;
 - (g) World languages — October 1999;
 - (h) Social studies — October 2000;
 - (i) Arts — October 2000;
 - (j) Library media — October 2000;
 - (k) Workplace competencies — October 2000;
 - (l) Vocational/technical education — October 2001.
- (7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the board of public education. school district shall maintain programs to align with the state's schedule for revising standards

Section A – District/School Education Profile

Accreditation Standards: Procedures, 10.55.601 (Montana School Accreditation Manual, Chapter 55, page 1) **(3)(i) a school district level education profile as described in guidance provided periodically by the office of public instruction**

Districts' profiles must include, at a minimum, the information below, see the tables provided by downloading from the OPI website at www.opi.state.mt.us, pull down menu "SYCEP" Education Profile Forms, Sections A - E.

Guidance provided by the Office of Public Instruction.

Data Categories to include in school/district profile:

1) District-Level Demographic Data

- a. Student Demographic Data
 - i. Number and percentage of students enrolled in each grade level
 - ii. 10-year total enrollment data
 - iii. Number and percentage of students in each ethnic subcategory
 - 1) American Indian/Alaska Native
 - 2) Asian American
 - 3) Hispanic or Latino
 - 4) Black or African American
 - 5) Native Hawaiian or Pacific Islander
 - 6) White, non-Hispanic
 - iv. Number and percentage of students eligible for free and reduced lunch
 - v. Number and percentage of students by gender
 - vi. Number and percentage of students with disabilities (IDEA Eligible)
 1. Number and percentage of students with disabilities by gender
 2. Number and percentage of students with disabilities by racial/ethnic origin
 - vii. Number and percentage of students with disabilities by Disability Category
 - viii. Number and Percentage of Limited English Proficient Students Identified
 - ix. Drop-out rates
 1. Drop-out rates by gender, racial/ethnic origin, students with disabilities
 2. Proportional comparison of drop-out students by gender, racial/ethnic origin, students with disabilities
- b. Teacher Demographic Data
 - i. Number and Percentage Certified and Endorsed in the Field they Teach by Grade Level
 - ii. Number and Percentage Interning
 - iii. Percentage of teachers that are certified in Montana and Endorsed in the grade-level and subject area that they teach
- c. Other demographic data relevant to individual district plan

2) Student Achievement Data

- a. ITBS/ITED and Alternate Achievement Test results ALL students 4, 8, 11 by proficiency categories (Novice, Nearing Proficiency, Proficient, Advanced) in Mathematics, Reading, Language Arts, Science and Social Studies
- b. ITBS/ITED Achievement Results for students attending full year in Mathematics, Reading, Language Arts, Science and Social Studies by proficiency categories (Novice, Nearing Proficient, Proficient, Advanced) disaggregated by
 - i. Gender
 - ii. Free/reduced lunch eligibility

- iii. Racial/ethnic origin
 - c. Proficiency Levels of ALL students with disabilities in All Content by
 - i. ITBS/ITED Assessment
 - ii. Alternate Assessment
 - d. Other student achievement data relevant to district goals

3) District Climate Data (Perception/attitudinal/behavior)

School climate data includes, but is not limited to, school and district information concerning

- a) Truancy, suspension, expulsion,
- b) Average daily attendance
- c) Alcohol, tobacco, drugs rates,
- d) violence,
- e) attitude,
- f) perception,
- g) Behavior,
- h) Environment for learning,
- i) Student participation in extra-curricular activities, contests, and enrichment programs
- j) Other climate data relevant to district mission and goals

The above information may be gathered in a variety of ways, for example, data from

- Youth Risk Behavior Survey (YRBS) and/or Prevention Needs Assessment (PNA);
- Teacher/student/parent surveys, which are inclusive of all student populations and disaggregateable;
- Follow-up surveys of graduates and other students no longer in attendance;
- Interviews;
- Montana Behavior Initiative data (MBI);
- Character Education Survey data;
- Average Daily Attendance (Average Daily Attendance by Grade Level, Average Daily Attendance by Gender, Ethnicity, F/R Lunch, IEP, and LEP)

4) District Process Data (policies and programs)

- a) Program offerings and courses, including AP courses
- b) Gifted Program – Participation and identification process
- b) Limited English Proficiency program data
- c) Report, by grade level, of the student/teacher ratio
- d) Other process and program data relevant to district mission, philosophy and goals

A review of other district processes may also include reviewing:

- Progress toward alignment of curriculum and instruction to Montana Content and Performance Standards (See Montana School Accreditation Standards Manual, Chapter 54)
- Progress toward alignment of assessments to Montana Content and Performance Standards (See Montana School Accreditation Standards Manual, Chapter 54)
- Progress toward meeting Program Foundation and Delivery Standards in all content areas such as, reading, science, health enhancement. (See Montana School Accreditation Standards Manual 10.55.1003-10.55.1901 and 10.55.2101, Chapter 55, pages 14 –20.

Section B – School District Educational Goals

Accreditation Standards: Procedures, 10.55.601 (Montana School Accreditation Standards Manual, Chapter 55, page 1)(3)(ii) **the school district's educational goals in accordance with Board of Trustees, 10.55.701** (Montana School Accreditation Manual, Chapter 55, page 5)

District Vision/Mission Statement:

District Philosophy of Education:

FOR YOUR INFORMATION ... MORE GUIDANCE WILL BE PROVIDED
Elementary and Secondary Education Act (ESEA) 2001 requires that all states adopt the following performance goals. These performance goals are presented in three general areas: 1) levels of proficiency that all students will meet; 2) special needs of certain populations of students, such as students who are limited English proficient, students with disabilities; and 3) qualified teachers and safety that are critical to school success in enabling student achievement to flourish. The ESEA performance goals are listed here because the state, districts, and schools are required by the federal government to adopt these performance goals.

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. All limited English proficient students will become proficient in English.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

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Section C – Implementing content, performance, and program area standards and assessment requirements

Accreditation Standards: Procedures, 10.55.601 (See Montana Accreditation Standards Manual, Chapter 55, page 1) (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in Curriculum and Assessment, 10.55.603 (See Montana Accreditation Standards Manual, Chapter 55, page 2); (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with Curriculum and Development, ARM 10.55.603

Complete the following tables for each content area:

An electronic excel spreadsheet is available at www.opi.state.mt.us for districts to use to complete this report.

Montana Content & Performance Standards	District curriculum aligned to state content and performance standards	Assessment aligned to district curriculum and strategies used to assess student's progress to meet the standard.		A plan for program evaluation is in place - Program Foundation & Delivery Standards (See Montana School Accreditation Standards, Chapter 55, pages 14 – 20)	
Sample K-12 Mathematics	Year 2001	Year 2002	Sample - District/School Assessment Strategies K-4 Performance Assessment & Portfolio 5-8 Performance Assessment, Short Answer, & Extended Response 9-12 Portfolio, Performance Tasks, & Extended Response	Year 2002	Program Foundation Standards, 10.55.1001 (a)(i) incorporate in curricular programs the distinct and unique cultural heritage of American Indians. Math Program Delivery Standard 10.55.1401 (1)(a) provide a well-articulated curriculum that challenges (all) students
K-12 Mathematics					
K-12 Communication Arts					
K-12 Reading					
K-12 Writing					
K-12 Literature					
K-12 Speaking Listening					
K-12 Media Literacy					

Montana Content & Performance Standards	District curriculum aligned to state content and performance standards	Assessment aligned to district curriculum and strategies used to assess student's progress to meet the standard.		A plan for program evaluation is in place - Program Foundation & Delivery Standards (See Montana School Accreditation Standards, Chapter 55, pages 14 – 20)	
K-12 Science					
K-12 Social Studies					
K-12 Health Enhancement					
K-12 Library Media					
K-12 Arts					
K-12 Technology					
K-12 World Language					
K-12 Workplace Competencies					
K-12 Career & Vocational Technical					

Section D – Process used to implement content, performance, and program area standards and assessment requirements

10.55.601 (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in 10.55.603 (See Montana Accreditation Standards Manual, Chapter 55, page 2); (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with 10.55.603 (See Montana Accreditation Standards Manual, Chapter 55, page 2)

Collaboration among staff, parents and other stakeholders, include list of those people that are a part of the stakeholder group for special education.

I. List the stakeholder groups (Be specific. i.e., Grade 4 teachers, parents who participated in your district's alignment to standards work) and describe how this group worked to align district curriculum and assessment to Montana's Student Content and Performance Standards.

II. List the stakeholder groups (Be specific. i.e., Grade 4 teachers, parents who participated in the district's Comprehensive Education Planning work) and describe the way the group made decisions to design this plan.

III. List the stakeholder groups (Be specific. i.e. Grade 4 teachers) and describe how this group made decisions about professional development to make sure that these activities were tied to the goals and objectives in the plan.

IV. Provide any other information that would be useful in understanding your district/school alignment and planning process. (e.g., timelines, work plans, calendars)

Section E – Professional Development

Accreditation Standards: Procedures, 10.55.601 (See Montana Accreditation Standards Manual, Chapter 55, page 1) **(v) a professional development component, in accordance with Professional Development 10.55.714** (See Montana Accreditation Standards Manual, Chapter 55, page 9)

List the professional development activities your district will provide in order to reach district goals.

Examples: School Leadership, Instructional Strategies, Curriculum and Assessment Development, Health and Safety, etc.

Describe research-based strategies and actions that your district will implement to reach district goals. Explain why you feel these actions will increase student performance in this area.

Describe how you will use technology as a teaching tool in order to reach this objective.

Example: Describe how the district will use technology to reach district goals. Explain how the use of technology will improve student learning and how the district will improve teachers' ability to teach using technology and increase teacher and student proficiencies with technology using the state standards.